DOCUMENT RESUME

ED 411 599 EA 028 643

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TITLE Differences in the Perceived Employment Characteristics of Men and Women and Employer/Organizational Policies toward Men and Women.
PUB DATE 1997-10-00
NOTE 38p.; Paper presented at the Women in Educational Leadership Conference (11th, Lincoln, NE, October 13, 1997).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Administrator Characteristics; Educational Administration; Elementary Secondary Education; *Females; *Leadership Qualities; *Women Administrators

ABSTRACT

During the last 20 years, the number of women enrolled in educational-administration graduate programs increased; however, the number of men employed in positions of educational administration continue to outnumber women. This paper presents findings of a study that examined the attitudes of school board presidents and district superintendents toward women in educational leadership. Data were gathered through administration of the Science Research Associates (SRA) Opinion Survey to 256 superintendents and 256 school board presidents across the country, for a combined response rate of approximately 25 percent. The same instrument had been mailed to a total of 200 board presidents and superintendents in 1978. The 1996 respondents were more accepting than the 1978 respondents of women administrators, but continued to perceive differences between women's and men's characteristics. Organizational policies also affected the employment of women leaders. Finally, superintendents were more accepting of female educational leaders than were school board presidents. Contains 8 tables. (LMI)

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Running head: DIFFERENCES IN PERCEIVED EMPLOYMENT CHARACTERISTICS

Differences in the Perceived Employment Characteristics of Men and Women and Employer/Organizational Policies Toward Men and Women

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Eleventh Annual Women in Educational Leadership Conference
University of Nebraska
Lincoln, NB October 13, 1997

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DIFFERENCES IN THE PERCEIVED EMPLOYMENT CHARACTERISTICS OF MEN AND WOMEN AND EMPLOYER/ORGANIZATIONAL POLICIES TOWARD MEN AND WOMEN

In the last twenty years the number of women enrolling in graduate programs which prepare individuals to be educational administrators in the public schools has continued to increase. However, the number of women who have been employed in positions in educational administration is still far fewer than the number of men (Bushweller, 1997). Research which addressed the attitudes by superintendents and school board presidents affecting the employment opportunities for women in school district administration was published in 1997 (Shepard, 1997). These attitudes were found to have changed significantly since 1978 although there were still areas which have a negative impact on the employment of women. The research presented here further extends these findings as it is a discussion of the perceived employment characteristics of men and women. In addition, the differences in the perceived impact of employer/organizational policies between men and women are reviewed.

In 1978 a report was published by the American Association of School Administrators titled Survey: Attitudes toward women as school district administrators. That survey documented the results of the Science Research Associates Opinion Survey for Men and Women (SRA). The 88 items in the survey addressed two questions.

> Four of the five sections of the SRA can be classified under "... general heading "employment characteristics of women." The related subtopics are (a) work attitudes and habits, (b) interest and motivation, (c) temperament, and (d) aptitudes, knowledge, and

skills. . . . The fifth group of items attempts to assess the attitudes of respondents about employer/organizational policies toward men and women. (AASA, p. 15)

The research from 1978 was replicated in 1996. The results of this research in 1996 told us that the answer was "yes" there were still perceived characteristic differences between women and men when determining employment. Also, there are employer/organizational policies that were impacting the employment of women in educational administration. Although there has been improvement since 1978, there were still issues to be addressed.

Methodology

The survey in 1996, as in 1978, was a national survey of superintendents and school board presidents. A stratified random sample was chosen to assure representation of various size school districts. Table 1 shows the strata used and the percent of the sample chosen in each strata.

Table 1

Stratified Random Sample of Districts in Survey

Enrollment	LEA's(%)	
	1978	1996
25,000+	1.2	4.1
10,000-24,999	3.5	8.7
1,000- 9,999	41.5	44.2
0- 999	53.8	43.0
Total	100.0	100.0

In the 1996 research, superintendents and school board presidents were mailed The Science Research Associates Opinion Survey for Men and Women (SRA). This was the same instrument that was utilized in 1978. In 1978, 200 surveys were sent to superintendents and school board presidents. The combined response rate for both groups in 1978 was 29 percent. In 1996, 256 superintendents and 256 school board presidents received the survey. The response rate from the superintendents was 32.5 percent with 86 surveys being returned. There were 44 surveys returned by the school board presidents which was a response rate of 16.6 percent. The combined response rate for the two groups in 1996 was 24.5 percent.

Results of Survey

The first four sections of the survey were designed to assess employment characteristics of women. These four sections were titled (a) work attitudes and habits, (b) interest and

motivation, © temperament, and (d) aptitudes, knowledge, and skills. The response categories for these sections were (a) men much more than women, (b) men slightly more than women, (c) no difference, (d) women slightly more than men, and (e) women much more than men. There was a total of 68 items.

In the first four of the five areas which were looking at general employment characteristics of women, the neutral choice of "no difference" would indicate that this characteristic was the same for both men and women and either gender would be considered equally for employment. On all items the shift in choice was in the direction of the "no difference" response between 1978 and 1996. However the change in the distribution was only significant on 48 of these items for superintendents and on 35 items for school board presidents. A chi-square ($p < .01$) was utilized to determine significant change.

Work Attitudes and Habits

For the 16 items in this area there was a positive increase in the choice of "no difference" on all items for both superintendents and 14 items for school board presidents. The change was significant on eight items for both groups. These items were (a) work effectively with subordinates, (b) are often absent from work, (c) are reliable in a crises, (d) are likely to quit, (e) care about the organizations reputation, (f) will work extra hours when needed, (g) put family matters ahead of their jobs, and (h) take too much time off for personal reasons. (Table 2)

For superintendents, the change was significant on three additional items (a) view work as a social situation, (b) work effectively with c workers, and (c) care about the quality of their work. The areas where the change was not significant for both superintendents and school board presidents were (a) resists new methods, (b) work effectively with superiors, (c) accept the

opposite sex as co-workers, and (d) waste time by socializing. For school board presidents, an additional area where change was significant was on the item "keep up with new developments on the job."

In the first five items listed in Table 2, the selection of the "no difference" category rose to almost 70 percent or more indicating less of a difference in attitude between the employment of men and women. These changes were significant at the .01 level.

For the item "work effectively with subordinates," there was a significant change away from favoring men to seeing no difference between men and women. The change was almost 20 percentage points for both superintendents and school board presidents.

For the item "put family matters ahead of their job" there has been a shift in attitude of almost 20 percent by school board presidents and more than 20 percent by superintendents to the "no difference" choice. However, women were still seen as doing this much more than men. For superintendents in a combined "women slightly more than men/women much more the men," this was 41 percent. For school board presidents this total was 57 percent.

Superintendents were showing a more positive attitude toward women on the item "view work as a social situation" by indicating no difference based on gender 66 percent of the time as opposed to only 35 percent in 1978. There was no change in attitude by school board presidents. However, nearly 30 percent of the superintendents along with 50 percent of the school board presidents still felt that this was a characteristic of women.

Superintendents were also showing a more positive attitude with respect to the item "work effectively with co-workers" where superintendents chose "no difference" 78 percent of the time which was a 24 percent increase and a significant change. The increase in this choice by

school board presidents was 5 percent which was not significant. Other alternative choices were almost evenly distributed between men and women for both superintendents and school board presidents for this item.

Superintendents in the current research saw women as more dependable employees than in 1978. For the three items "are reliable in a crisis," "are often absent from work" and "are likely to quit," there was a significant positive change in the selection of the "no difference" option. School board presidents have increased the choice of "no difference" by 20, 35, and 44 percent respectively which were also significant changes. On the last two of these items, this made the opinion of school board presidents much more similar to superintendents in 1996 than in 1978. Those who saw a difference attributed these characteristics more to women than men. On the item "are reliable in a crisis," those who saw a difference, attributed this more to men than to women.

Table 2

Percent Selecting the Choice of "Men More Than Women,"* "No Difference," and "Women More Than Men"** in the Opinion of Work Attitudes and Habits Between Men and Women - 1996

Item	M>W*	ND	W>M**
Significant Change since 1978- Both Groups			
Work effectively with subordinates			
Superintendents	14	73	13
School Board Presidents	18	68	14
Are often absent from work			
Superintendents	2	73	18
School Board Presidents	2	66	32
Are reliable in a crises			
Superintendents	14	81	5
School Board Presidents	18	72	10
Are likely to quit			
Superintendents	4	77	19
School Board Presidents	2	80	18
Care about the organizations reputation			
Superintendents	6	85	9
School Board Presidents	9	75	16
Will work extra hours when needed			
Superintendents	15	71	14
School Board Presidents	23	59	18

*combined choices of "men much more than women" and "men slightly more than women."
** combined choices of "women much more than men" and "women slightly more than women."

(table continues)

Table 2 (continues)

Put family matters ahead of their jobs			
Superintendents	8	51	41
School Board Presidents	2	41	57
Take too much time off for personal reasons			
Superintendents	2	74	24
School Board Presidents	0	75	25
Significant Change since 1978 - Superintendents			
View work as a social situation			
Superintendents	5	66	29
School Board Presidents	0	52	48
Work effectively with co-workers			
Superintendents	11	78	11
School Board Presidents	18	71	11
Care about the quality of their work			
Superintendents	0	80	20
School Board Presidents	0	77	23
Significant Change since 1978 - School Board Presidents			
Keep up with new developments on the job			
Superintendents	3	78	19
School Board Presidents	2	77	21
Change Not Significant Since 1978 - Both Groups			
Resists new methods			
Superintendents	33	66	1
School Board Presidents	36	62	2

(table continues)

Table 2 (continued)

Work effectively with superiors			
Superintendents	14	74	12
School Board Presidents	7	75	18
Accept the opposite sex as co-workers			
Superintendents	9	53	38
School Board Presidents	7	41	52
Waste time by socializing			
Superintendents	6	83	11
School Board Presidents	2	82	16

Interesting continued trends were seen in several other items in this category. For the item "take too much time off for personal reasons," 24 percent of the superintendents and 25 percent of the school board presidents say this is a characteristic of women. Nearly 60 percent of the school board presidents and 40 percent of the superintendents indicate women "put family matters ahead of their jobs" more so than men. Women were still seen as able to "accept the opposite sex as co-workers" and "care about the quality of their work" more than men. There has been significant change by superintendents in choosing "no difference" on the later item. However, at least 20 percent of both superintendents and board presidents favored women on this trait.

Men were seen as resisting new methods more than women. Women were seen "to waste time socializing" more than men. These have not changed significantly since 1978. Also, nearly 20 percent of superintendents and school board presidents saw women as keeping up with new

developments on the job more than men. This was a significant change for board presidents.

Interest and Motivation

In all 14 descriptors regarding interest and motivation, there was an increase in the choice of the "no difference" category. The change was significant for both groups on (a) set long-range goals and work toward them, (b) want to get ahead, (c) want to participate in training opportunities, (d) are home-oriented rather than job-oriented, (e) like math, science and high finance, and (f) strongly desire security. (Table 3)

On other items the change was significant for only one group. The change was significant on four additional items for superintendents. These four items were (a) enjoy doing routine tasks, (b) like to work alone on a project, (c) prefer to work for men, and (d) want increased responsibility. The three items where change was significant for school board presidents were (a) desire interesting and challenging work, (b) want to develop their special abilities to work, and (c) need novelty and adventure.

The change was not significant for either group on one item. The item was "like to help others."

Table 3

Percent Selecting the Choice of "Men More Than Women,"* "No Difference," and "Women More Than Men"** in Opinion of Interest and Motivation between Men and Women - 1996

Item	M>W*	ND	W>M**
Significant Change Since 1978 - Both Groups			
Set long-range goals and work toward them			
Superintendents	7	87	6
School Board Presidents	9	86	5
Want to get ahead			
Superintendents	31	65	4
School Board Presidents	27	62	11
Want to participate in training opportunities			
Superintendents	5	80	15
School Board Presidents	7	79	14
Are home-oriented rather than job-oriented			
Superintendents	0	56	44
School Board Presidents	5	40	55
Like math, science and high finance			
Superintendents	44	55	1
School Board Presidents	36	62	2
Strongly desire security			
Superintendents	3	73	19
School Board Presidents	11	71	18

* combined choices of "Men much more than women" and "Men slightly more than women."
** combined choices of "Women much more than men" and "Women slightly more than men."

(table continues)

Table 3 (continued)

Significant Change Since 1978 - Superintendents			
Enjoy doing routine tasks			
Superintendents	8	77	15
School Board Presidents	5	63	32
Like to work alone on a project			
Superintendents	32	73	8
School Board Presidents	32	63	5
Prefer to work for men			
Superintendents	28	46	26
School Board Presidents	50	43	7
Want increasing responsibility			
Superintendents	23	72	5
School Board Presidents	19	67	14
Significant Change Since 1978 - School Board Presidents			
Desire interesting and challenging work			
Superintendents	8	90	2
School Board Presidents	7	88	5
Want to develop their special abilities at work			
Superintendents	7	85	8
School Board Presidents	2	89	9
Need novelty and adventure			
Superintendents	13	82	5
School Board Presidents	27	66	7
No Significant Change Since 1978 - Both Groups			
Like to help others			
Superintendents	2	64	34
School Board Presidents	0	55	45

There were several additional items along with the item "set long-range goals and work toward them" where nearly 80 percent or more of both school board presidents and superintendents saw no difference between men and women. Two of these items were "desire interesting and challenging work" and "want to develop their special abilities at work." On both items the selection of the "no difference" category by superintendents in 1978 was high. There was an increase in the selection of this category in 1996 by superintendents, but the change was not significant. However, for school board presidents the increase in the selection of "no difference" was significant on both items from 1978 to 1996.

On a third item, "want to participate in training opportunities," the indication of no difference between men and women reached 80 percent in 1996. This was a significant change for both groups of respondents.

Although there was a significant level of change on 6 of the 14 items by both superintendents and school board presidents in the choice of the "no difference" category, there were still a number of items where nearly 30 percent or more of the individuals in both positions saw a difference between men and women. Men are seen as (a) wanting to get ahead, (b) liking math, science, and high finance, and (c) preferring to work for men. Women were perceived as (a) more home oriented rather than job oriented and (b) liking to help others.

Men were also perceived as (a) liking to work alone on a project, (b) wanting increased responsibility, and (c) needing novelty and adventure more than women. Women were seen as (a) having a stronger desire for security than men and (b) enjoy doing routine tasks. The item of greatest change for superintendents dealt with job orientation, "are home-oriented rather than

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job-oriented," where there was an increase in the "no difference" category of 31 percent. However, in 1996 this item was still attributed more to women than men. For school board presidents the greatest change was 44 percent on the item "like math, science, and high finance." This attribute was still seen as more characteristic of men than women as mentioned above.

Temperament

In the topic area of temperament there were 18 items. Significant change occurred on three items for both superintendents and school board presidents. These items were (a) are sensitive to criticism, (b) are independent and self-sufficient, and (c) are warm and friendly toward others. The nine items where the change was significant for superintendents and not school board presidents were (a) are jealous, (b) are too emotional for their jobs, (c) are aggressive, (d) stand up under fire, (e) keep cool in emergencies, (f) hide their true feelings, (g) cry easily, (h) are self-confident, and (i) strongly desire security and approval. On three items the change was not significant for superintendents but was significant for school board presidents. These items were (a) are slightly timid rather than forward, (b) are sensitive to other peoples feelings, and (c) are narrow-minded. The change was not significant for both superintendents and school board presidents on the items (a) are competitive, (b) give up easily, and (c) lose their tempers easily. (Table 4)

Table 4

Percent Selecting the Choice of "Men More Than Women,"* "No Difference," and "Women More Than Men"** in the Opinion of Temperament between Men and Women - 1996

Item	M>W*	ND	W>M**
Significant Change Since 1978 - Both Groups			
Are sensitive to criticism			
Superintendents	8	61	31
School Board Presidents	0	50	50
Are independent and self-sufficient			
Superintendents	12	84	4
School Board Presidents	14	79	7
Are warm and friendly			
Superintendents	1	70	29
School Board Presidents	2	52	46
Significant Change Since 1978 - Superintendents			
Are jealous			
Superintendents	6	70	24
School Board Presidents	7	59	34
Are too emotional about their jobs			
Superintendents	0	75	25
School Board Presidents	0	45	55
Are aggressive			
Superintendents	34	61	5
School Board Presidents	32	[illegible]	11

* combined choices of "Men much more than women" and "Men slightly more than women."
** combined choices of "Women much more than men" and "Women slightly more than men."

(table continues)

Table 4 (continued)

Stand up under fire			
Superintendents	22	76	2
School Board Presidents	49	59	0
Keep cool in emergencies			
Superintendents	13	80	7
School Board Presidents	27	68	5
Hide their true feelings			
Superintendents	37	52	11
School Board Presidents	59	36	5
Cry easily			
Superintendents	0	39	61
School Board Presidents	0	16	84
Are self-confident			
Superintendents	15	83	2
School Board Presidents	30	70	0
Strongly desire security and approval			
Superintendents	2	79	19
School Board Presidents	7	75	18
Significant Change Since 1978 - School Board Presidents			
Are slightly timid rather than forward			
Superintendents	0	68	32
School Board Presidents	2	75	23
Are sensitive to other peoples feelings			
Superintendents	0	57	43
School Board Presidents	2	38	60
Are narrow-minded			
Superintendents	15	83	2
School Board Presidents	23	77	0

(table continues)

Table 4 (continued)

No Significant Change Since 1978 - Both Groups			
Are Competitive			
Superintendents	33	66	1
School Board Presidents	27	66	7
Give up easily			
Superintendents	1	93	6
School Board Presidents	2	98	0
Lose their tempers easily			
Superintendents	31	60	9
School Board Presidents	36	53	11

Both superintendents and school board presidents have significantly improved their perception of women in the area of sensitive to criticism and being independent and self-sufficient. In the items which addressed jealousy and emotionality, superintendents saw women in a significantly more positive light than did school board presidents who have not significantly changed perception. In fact, of all of the 18 items, only in the items "give up easily" and "are slightly timid rather than forward" did school board presidents chose the "no difference" category to a greater degree than superintendents. In all of the other 16 items, superintendents were more supportive of women than school board presidents as evidenced by choosing the "no difference" category more frequently.

Even though there was an increase in the choosing of the "no difference" category, when the entire distribution of choices was studied for each item it was noted that there was a distinct

attribution tendency of certain temperament descriptors to men and others to women. This tendency has remained constant from 1978 to 1996. Those descriptors attributed to women were (a) sensitive to criticism, (b) jealousy, (c) too emotional about their jobs, (d) cry easily, (e) slightly timid rather than forward, (f) strongly desire security and approval, (g) warm and friendly toward others, and (h) sensitive to others feelings. Those descriptors attributed to men were (a) stand up under fire, (b) hide their true feelings, (c) competitive, (d) self-confident, (e) lose their tempers easily, (f) aggressive, (g) keep cool in emergences and (h) narrow- minded.

Aptitude, Knowledge, and Skills

There were 20 items to assess the employment characteristics of aptitudes, knowledge, and skills. Items where change was significant for both groups were (a) have good verbal ability, (b) approach problems rationally, (c) have mathematical ability, (d) get people to work together, (e) are effective in group situations, (meetings & the like), (f) understand the "big picture" of the organization, (g) understand financial matters, (h) have mechanical aptitude, (i) make effective decisions, (j) are capable administrators, and (k) have leadership potential.

For six items the change was significant for only one group. The change was significant on five additional items for superintendents. These items were (a) have social skills and tact, (b) negotiate contracts effectively, (c) have clerical aptitude, (d) solve logical problems easily, and (e) are creative and inventive. The one item where change was significant for only school board presidents was "size up situations accurately." The change was not significant on three items for either group. These items were (a) are accurate and precise, (b) are good at detail work, and (c) hold their own in an argument. (Table 5)

Table 5

Percent Selecting the Choice of "Men More Than Women,"* "No Difference,"and "Women More Than Men"** in Opinion of Aptitudes, Knowledge, and Skills between Men and Women - 1996

Item	M>W*	ND	W>M
Significant Change Since 1978 - Both Groups			
Have good verbal ability			
Superintendents	4	65	31
School Board Presidents	0	70	30
Approach problems rationally			
Superintendents	9	84	7
School Board Presidents (17)***	19	79	2
Have mathematical ability			
Superintendents	26	74	0
School Board Presidents (15)	25	75	0
Get people to work together			
Superintendents	8	71	21
School Board Presidents (12)	2	86	30
Are effective in group situations (meetings and the like)			
Superintendents	6	81	13
School Board Presidents (15)	2	87	11
Understand the "big picture" or the organization			
Superintendents	15	84	1
School Board Presidents (17)	5	86	9

*combined choices of "Men much more than women" and "Men slightly more than women."
** combined choices of "Women much more than men" and "Women slightly more than men."
*** percent of change greater for School Board Presidents than Superintendents

(table continues)

Table 5 (continued)

Understand financial matters			
Superintendents	20	80	0
School Board Presidents (21)	19	81	0
Have mechanical aptitude			
Superintendents	58	42	0
School Board Presidents	58	42	0
Make effective decisions			
Superintendents	5	94	1
School Board Presidents (10)	5	95	0
Are capable administrators			
Superintendents	8	91	1
School Board Presidents (18)	7	93	0
Have leadership potential			
Superintendents	3	96	1
School Board Presidents	11	84	5
Significant Change Since 1978 - Superintendents			
Have social skills and tact			
Superintendents	2	71	27
School Board Presidents	0	61	39
Negotiate contracts effectively			
Superintendents	17	82	1
School Board Presidents	23	75	2
Have clerical aptitude			
Superintendents	2	54	44
School Board Presidents	2	46	52
Solve logical problems easily			
Superintendents	7	92	1
School Board Presidents	14	86	0

(table continues)

Table 5 (continued)

Are creative and inventive			
Superintendents	1	81	18
School Board Presidents	2	86	12
Significant Change Since 1978 - School Board Presidents			
Size up situations accurately			
Superintendents	11	87	2
School Board Presidents	9	75	16
No Significant Change Since 1978 - Both Groups			
Are accurate and precise			
Superintendents	2	72	26
School Board Presidents	5	77	18
Are good at detail work			
Superintendents	6	68	26
School Board Presidents	0	59	41
Hold their own in an argument			
Superintendents	8	89	3
School Board Presidents	18	77	5

Of interest here was the fact that there were eight items where the increase in the choice of "No difference" by school board presidents was from 10 to 25 percent greater than superintendents. Even though in all eight of the items the change was greater for school board presidents than superintendents, this change simply brought school board presidents to a similar percentage as that of superintendents. This would indicate that the attitude of school board presidents has gradually reached the same degree of acceptance as superintendents. In all but one of these eight items the "no difference" category was chosen almost 75 percent of the time or

more.

For the two items "make effective decisions" and "are capable administrators," it was interesting to note the choice of the "no difference" option was above 90 percent. The change in this option as a choice on the first item was an increase of between 13 percent for superintendents and 22 percent for school board presidents since 1978. The greatest change in this category, 34 percent, was of the school board presidents' perception of there being no difference between men and women as capable administrators. The change on this same item was 16 percent for superintendents.

For the item "have leadership potential," 96 percent of the superintendents and 84 percent of the school board presidents choose the no difference category in 1996. This was an increase of 14 percent for superintendents and increase of 18 percent for school board presidents which was a significant change for both groups since 1978.

When the entire distribution is studied for all 20 items in this topic area, it was again evident that several of the aptitudes, knowledge and skills listed were attributed to women more than to men. These items were those that address (a) verbal ability, (b) accuracy and precision, (c) good at detail work, (d) ability to get people to work together, (e) clerical aptitude, (f) social skills and tact, and (g) creative and inventive.

Men more than women were seen as possessing the (a) ability to negotiate contracts effectively, (b) having mechanical aptitude, (c) understanding financial matters, (d) having mathematical ability, (e) holding their own in an argument, and (f) solving logical problems easily.

For the aptitude or skill "size up situations accurately," 87 percent of the superintendents

and 75 percent of the school board presidents chose the no difference category. For those not choosing the no difference category, superintendents favored men and school board presidents favored women.

Organizational Policies

The fifth section of the instrument "attempts to assess the attitudes of respondents about employer/organizational policies toward men and women" (AASA, p.15). The five response categories for this section were (a) strongly disagree, (b) disagree, (c) undecided, (d) agree, and (e) strongly agree. There were both positive and negative statements within the 20 items.

The first 17 of these items were stated so that a response of strongly disagree/disagree would indicate that employers and organizational policies were equally favorable to both women and men. For the last three items, a strongly agree/agree choice indicated an equally favorable situation. On all of these items the response chosen indicated more favorable employer/organizational policies toward women in 1996 than in 1978. The change was significant on all 20 items for superintendents but on only nine items for school board presidents.

There were 9 items where the change was significant for both respondent groups. These items were as follows: (a) This organization recently has put more emphasis on training women than on training men. (b) Favoritism is shown to women when it comes to special development opportunities. (c) It seems this organization is forced by law to favor women. (d)The married family man should always be the backbone of this organization. (e) Some jobs here should remain "men's jobs" and other jobs should remain "women's jobs". (f) I somewhat resent women's attempts to get more power here. (g) With few exceptions, a woman's place is basically in the home. (h) I would work for a female supervisor if need be. (i) A person of either sex can

do my job well. (Tables 6 and 7)

On 11 items the change was significant for only the superintendents. These items were as follows: (a) Women are given too many breaks here. (b) Promotional opportunities are greater for men than for women. (c) Women have too much say here on policies and decisions. (d) Preference is given to men over women in assigning work. (e) Women can get complaints resolved here more easily than men. (f) More interesting, challenging jobs are given to women than should be. (g) When you consider the work they do, women here are overpaid compared with men. (h) Men have to earn their breaks, while women get breaks because of their sex. (i) Management is afraid of "women's lib". (j) It would probably be disastrous if women got much control of management power here. (k) Women are as serious about their jobs as men are .

Table 6

Percent Selection of Strongly Disagree/Disagree and Undecided/Agree/Strongly Agree Responses on Organizational Policies -1996

Item	SD/D	U/A/SA
Significant Change Since 1978 - Both Groups		
This organization recently has put more emphasis on training women than on training men		
Superintendents	72	28
School Board Presidents	67	33
Favoritism is shown to women when it comes to special development opportunities		
Superintendents	89	11
School Board Presidents	84	16
It seems this organization is forced by law to favor women		
Superintendents	88	12
School Board Presidents	77	23
The married family man should always be the backbone of this organization		
Superintendents	90	10
School Board Presidents	81	19
Some jobs should remain "men's jobs" and other jobs should remain "women's jobs"		
Superintendents	80	20
School Board Presidents	74	26
I would somewhat resent women's attempts to get more power here		
Superintendents	93	7
School Board Presidents	88	12

(table continues)

Table 6 (continued)

With a few exceptions, a women's place is basically in the home		
Superintendents	91	9
School Board Presidents	93	7
Significant Change Since 1978 - Superintendents		
Women are give too many breaks around here		
Superintendents	91	9
School Board Presidents	86	14
Promotional opportunities are greater for men than for women		
Superintendents	77	23
School Board Presidents	58	42
Women have too much say here on policies and decisions		
Superintendents	87	13
School Board Presidents	83	17
Preference is given to men over women in assigning work		
Superintendents	88	12
School Board Presidents	77	23
Women can get complaints resolved here more easily than men		
Superintendents	76	24
School Board Presidents	74	26
More interesting and challenging jobs are given to women than men		
Superintendents	87	13
School Board Presidents	90	10
When you consider the work they do, women here are overpaid compared with men		
Superintendents	90	10
School Board Presidents	93	7

(table continues)

Table 6 (continued)

Men have to earn their breaks, while women get breaks because of their sex		
Superintendents	87	13
School Board Presidents	86	14
Management is afraid of "women's lib"		
Superintendents	91	9
School Board Presidents	79	21
It would probably be disastrous if women got much control of management power here		
Superintendents	93	7
School Board Presidents	81	19

Table 7

Percent Selection of Strongly Agree/Agree and Undecided/Disagree/Strongly Disagree Responses on Organizational Policies -1996

Item	SA/A	U/D/SD
Significant Change Since 1978 - Both Groups		
A person of either sex could do my job well		
Superintendents	76	24
School Board Presidents	88	12
I would work for a female supervisor if need be		
Superintendents	78	22
School Board Presidents	84	16
Significant Change Since 1978 - Superintendents		
Women are as serious about their jobs as men are		
Superintendents	81	19
School Board Presidents	70	30

Since the original research was conducted in 1978, the percent of both superintendents and school board presidents who chose the strongly disagree/disagree or strongly agree/agree response choices which show equal support of women has risen to 75 percent or more for both superintendents and school board presidents on all but three items. If the distribution is further studied for the three items where the response choice of strongly disagree/disagree is less than 75 percent by either of the response groups, further insight can be gained. For the item "promotional

opportunities are greater for men than for women," 23 percent of superintendents and 42 percent of school board presidents chose undecided to strongly agree that this is true. This does not present encouraging figures when women seek an equal opportunity in obtaining administrative positions.

For the item "this organization recently has put more emphasis on training women than on training men," 28 percent of superintendents and 33 percent school board presidents chose undecided to strongly agree. This indicated a slight preference toward providing opportunities for women. For the item "women can get complaints resolved here more easily than men," with 24 percent of the superintendents and 25 percent of the school board presidents choosing "undecided to strongly agree" a preference for accommodating women is also seen.

The item "some jobs here should remain 'men's jobs' and other jobs should remain 'women's jobs'," merits further discussion. This item showed the greatest percent change from the 1978 research in the choice of strongly disagree/disagree. There was a 27 percent increase for superintendents and a 37 percent increase for school board presidents. Although this would indicate a much more receptive attitude toward the equal capabilities of men and women, there were still 20 percent of the superintendents and 25 percent of the school board presidents who are undecided to strongly agree with this belief. Evidently there were some jobs women or men should not do in the minds of some employers.

For additional items under organizational policies, the combined choice of strongly disagree/disagree was more than 80 percent for both superintendents and school board presidents which, as indicated, represented a significant change for the following: (a) Favoritism is shown to women when it comes to special development opportunities. (b) The married family man

should always be the backbone of this organization. (c) I somewhat resent women's attempt to get more power here. (d) With few exceptions, a woman's place is basically in the home.

The combined choices of strongly agree/agree was more than 75 percent for both superintendents and school board presidents which represented a significant change for the two items: I would work for a female supervisor if need be, and a person of either sex could do my job well. However over 20 percent of superintendents were undecided to strongly disagree with this item.

Summary of Findings

The SRA survey was divided into five sections. The 68 statements in the first four sections were designed to assess employment characteristics of women. These four sections were titled (a) work attitudes and habits, (b) interest and motivation, (c) temperament, and (d) aptitudes, knowledge, and skills. A choice of "no difference" indicated both men and women possess the characteristic stated in the item equally. On all items the shift in attitude was in the direction of no difference between women and men. However the change was only significant on 33 of these items for superintendents and on 32 items for school board presidents. Again a chi-square ($p < .01$) was utilized to determine significant change in the choice distributions from 1978 to 1996.

A summary of the 68 items that were still seen as more characteristic of men or women is presented in Table 8. As has been stated, for all items there has been an increase in the selection of "no difference." However, some of the perceptions that were found in '78 still hold in 1996 although these perceptions do not hold to the same degree.

Table 8

Characteristics Attributed More to Either Men or Women Within the SRA Survey

Men	Women
Work Attitudes and Habits	
Resist new methods	View work as a social situation
Reliable in a crisis	Absent from work
	Accept the opposite sex as a co-worker
	Likely to quit
	Keep up with new developments
	Care about quality of work
	Care about organizations reputation*
	Put family matters ahead of a job
	Take too much time off for personal reasons
	Waste time by socializing

*attributed more strongly by school board presidents than by superintendents

(table continues)

Table 8 (continued)

Interest and Motivation	
Like to work alone on projects	Enjoy doing routine tasks
Men prefer to work for men*	Are home oriented rather than job oriented
Want to get ahead	Like to help others
Want increased responsibility	Strongly desire security
Like math, science and high finance	
Need novelty and adventure	
Temperament	
Aggressive	Sensitive to criticism
Stand up under fire*	Jealous
Keep cool in emergencies*	Are too emotional about jobs*
Hide true feelings	Cry easily
Are competitive	Warm and friendly toward others
Lose tempers easily	Strongly desire security and approval
Self-confident	Slightly timid rather than forward
Narrow minded	Sensitive to the feelings of others

(table continues)

Table 8 (continued)

Aptitudes, knowledge, and skills	
Have mathematical ability	Good verbal ability*
Understand financial matters	Accurate and precise
Negotiate contracts effectively	Good at detail work
Have mechanical aptitude	Get people to work together
Hold their own in an argument	Have social skills and tact
Solve logical problems easily	Have clerical aptitude
	Creative and inventive

The fifth section of 20 items was an assessment of the attitudes of respondents about employer and organizational policies toward men and women. On all of these items the response chosen indicated more favorable employer/organizational policies toward women in 1996 than in 1978. The change was significant ($p < .01$) on all 20 items for superintendents but on only nine items for school board presidents.

Responses on all 20 items would indicate that organizational and employer policies were friendlier toward women in 1996 than in 1978. However, there were areas where change is still needed. For the item "promotional opportunities are greater for men than for women," 23 percent of superintendents and 42 percent of school board presidents chose undecided to strongly agree that this is true.

For another item, "some jobs here should remain 'men's jobs' and other jobs should remain 'women's jobs'," there has been change indicating a more receptive attitude toward women. However, there were still 20 percent of the superintendents and 25 percent of the school board presidents who were undecided to strongly agree with this belief.

Conclusions and Implications

The results of this research indicated that the differences in perceived employment characteristics of men and women and the employer/organizational policies toward men and women have changed since 1978. The change has been a positive change toward women. However, the change although significant in many areas, has not been significant in all areas as has been noted in the detailed discussion. The change has been greater for superintendents than for school board presidents in all areas. It is felt that superintendents are much closer to more employment situations than are school board presidents and would be more accurate in their

judgement of these issues than school board presidents.

It is important for women to be aware of differences in perceived employment characteristics as they seek to gain employment in positions in educational administration. An awareness of these perceptions will allow women the opportunity to present themselves in a manner which will counteract these perceptions.

The discussion of the differences in the perceived implementation of employment policies is of major concern particularly when looking at the responses of school board presidents. Efforts need to be made to increase the uniform application of employer/organizational policies for both women and men. Superintendents will be key participants in these efforts as the survey results indicate because of their more positive attitude toward women in both the areas of employment characteristics and employer/organizational policies.

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